Teaching Channel

With Learners Edge

Your Education Ally.

By Teachers,
For Teachers.

Course Syllabus

Name:

Date:

Teaching Channel

With **Learners Edge**

Today is a Great Day
to Learn Something New!

Professional learning to meet your needs.

Engaging and applicable, ELEVATE courses are the core of Teaching Channel. We offer a variety of courses that meet the continuing education needs of teachers from across the country. Teaching Channel courses work perfectly for license renewal needs, working to move up through salary schedules, or for professional learning to support improved student outcomes. Teaching Channel provides continuing education graduate credit courses that have been approved and endorsed by regionally accredited colleges and universities from across the United States.

Current University Partners (See a current list of academic partners on our website)
Continuing Education courses are approved by our regionally accredited (HLC, NECHE, WSCUC, NWCCU) partners by review of syllabi, content, and coursework expectations.
(Indicate anticipated university/college partner below, if applicable.)

Course Creation and Evaluation:

Courses are created and evaluated by educators with a master's degree or higher in an education-related field and five or more years of classroom experience in PreK-12th grade education. Course evaluators provide personalized, specific feedback for assignments and rubric-based grading aligned with best practices in professional education.

Spring Term	**Summer Term**	**Fall Term**
Registrations Accepted	Registrations Accepted	Registrations Accepted
July 16-March 15	December 16-July 15	March 16-October 22
Coursework Due*	Coursework Due*	Coursework Due*
April 15	August 15	November 15

*Or first business day after the 15th if due date falls on a weekend.

Coursework Details

The Rigor of Teaching Channel Graduate-Level, Continuing Education Courses.

Professional Learning Model

Our research-based Professional Learning Model is used to design ELEVATE continuing education courses. The model includes five elements used to guide professional learning and to positively impact student outcomes:

| **Intention** Establish learning goals & explore motivations | **Awareness** Analyze prior knowledge & experience related to the topic | **Investigation** Examine relevant, research-based resources to build personal & professional connections to the topic | **Application** Apply new learning through practical design, implementation, & collaboration | **Reflection** Consider the impact of new learning to influence and transform future professional practice. |

Course Content

ELEVATE Courses are self-paced, and per standard practice in the field, each credit carries the equivalent of fifteen hours of content and coursework. Participants explore resources that include a solid balance of research and applicability. All courses feature video clips, research-based articles, and interactive elements to enhance and support learning. To receive credit, participants must complete the following requirements according to expectations outlined in our course rubric:

Response Questions: Connect new learning from course resources to current pedagogy.

Resource Review: Find resources related to the course topic to extend learning and solve problems of practice.

Applications: Complete a variety of assignments encouraging participants to implement new learning in their classrooms or schools.

Reflection: Write a reflection paper that activates critical thinking and inspires the transformation of future professional practice.

All coursework is to be completed in the Teaching Channel online environment.

Course Name	PBIS 101
Course Number	OL 5850
Course Credits	3 or Flex Credit

NOTE: This syllabus is an outline of the course requirements and is subject to change; the coursework will be completed and submitted in the online environment where you will have full access to a variety of media, links, and other online tools required to satisfactorily complete this course.

Course Description:

Positive Behavior Intervention Systems (PBIS) has taken hold in many schools throughout the nation, and implementation has led to positive changes in the way schools address behavior concerns. This course introduces the concept of PBIS, and leads educators through the processes of setting up and implementing the school-wide framework through Tier 1, with action steps to determine readiness for the next two Tiers. We highly recommend this course to groups of education professionals who are interested in beginning the PBIS framework in their school or district.

Goals and Objectives:

As a result of participation in this course, participants will:
1. Use provided prompts specific to PBIS to describe assumptions and insights of practitioners, researchers and self, including how the information relates to professional educational practice.
2. Design a framework to support clean data collection and PBIS application.
3. Prepare an activity to collaborate with a colleague or administration to share information about PBIS.
4. Implement PBIS at the proper stage of the framework
5. Develop an action plan to challenge the status quo related to PBIS.

Required Text/Articles:

Text(s): Baker, B. and Ryan, C. (2019) *The PBIS team handbook: setting expectations and building positive behavior*, 2nd *edition*. Minneapolis, MN: Free Spirit Press.

All readings and resources are linked within their respective assignments.

Knowledge Base:

The knowledge base of this course, in part, is affirmed in the writing and research of these references:

Bates,B., Bailey, A., Lever,D. (2019). *A quick guide to behaviour management.* Thousand Oaks, CA: SAGE Publications.

Borrero, K. (2018). *Every student, every day: A no-nonsense nurturer approach to reaching all learners.* Bloomington, IN: Solution Tree.

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Heirck, T., FIsher, D.,Frey, N. (2018). *Managing unstoppable learning (Classroom behavior management strategies to support social and emotional learning).* Bloomington, IN: Solution Tree.

Lentfer, V. (2018). *Keep CALM and teach: Empowering K-12 learners with positive classroom management routines.* Thousand Oaks, CA: Corwin.

Maynard, N. (2019). *Hacking school discipline: 9 ways to create a culture of empathy and responsibility using restorative justice*. South Euclid, OH: Times 10 Publishing.

Winn, M. (2018). *Justice on both sides: Transforming education through restorative justice*. Cambridge, MA: Harvard Education Press.

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Teaching Channel Course Rubric

All course submissions must meet general graduate level standards through the use of correct grammar, spelling, and mechanics. Each paragraph should be clearly organized and include 5 sentences or more. If work does not meet the above criteria, it will be returned to the student for resubmission.

Rubric	A Grade = Outstanding Performance	B Grade = Target Performance	Below Target Performance
Statement of Intention and Awareness	The evaluator will only review the Statement of Intention and Awareness for a response to each prompt. If a student does not respond to each prompt, the Statement will be returned to the student for resubmission. The student's Statement of Intention and Awareness will be evaluated as part of the Reflection.		
Investigation: Read and Respond	Coursework thoroughly and accurately addresses all question components by summarizing key concepts from readings. In at least half of the responses, the participant also makes inferences related to professional practice or supports answers with professional experiences.	Coursework thoroughly and accurately addresses all question components by summarizing key concepts from readings.	Coursework will be returned to student for resubmission with evaluator instructions if it does not meet target performance.

All coursework is to be completed in the Teaching Channel online environment.

Investigation: Resource Review Rubric	A Grade = Outstanding Performance	B Grade = Target Performance	Below Target Performance
Summary of Resource	Coursework summarizes the main ideas presented in the resource and includes at least one instance of critical analysis (i.e. asks questions, looks for gaps in information, disputes contradictions, etc.)	Coursework summarizes the main ideas presented in the resource.	Coursework will be returned to student for resubmission with evaluator instructions if it does not meet target performance.
Relation to Personal Assumptions or Course Content	Coursework provides more than one detailed example of how the resource supports or challenges personal assumptions and/or course content.	Coursework provides one example of how the resource supports or challenges personal assumptions and/or course content.	Coursework will be returned to student for resubmission with evaluator instructions if it does not meet target performance.
Impact on Professional Practice	Coursework provides more than one clear explanation of how the information in the resource could impact professional practice.	Coursework provides one explanation of how the information in the resource could impact professional practice.	

All coursework is to be completed in the Teaching Channel online environment.

Application Rubric	A Grade = Outstanding Performance	B Grade = Target Performance	Below Target Performance
Planning, Development and Execution	Coursework shows complete planning, development and/or execution of application, clear articulation of details and inclusion of polished required artifacts.	Coursework shows complete planning, development and/or execution of application and inclusion of required artifacts.	Coursework will be returned to student for resubmission with evaluator instructions if it does not meet target performance.
	Coursework includes creative or innovative application of new knowledge and skills from course content to professional practice.	Coursework includes application of new knowledge and skills from course content to professional practice.	
Written Requirements	Coursework provides clear, logical, and organized responses to any writing prompts in the application. It also includes at least one detailed connection to course objectives, student learning goals or transformation of professional practice.	Coursework provides clear, logical, and organized responses to any writing prompts in the application.	

All coursework is to be completed in the Teaching Channel online environment.

Reflection Rubric	A Grade = Outstanding Performance	B Grade = Target Performance	Below Target Performance
Connection to Statement of Intention and Awareness	Coursework includes an evaluation of both learning goals articulated in the participant's Statement of Intention and Awareness from Module 1. Participant includes one future learning goal related to course content.	Coursework includes an evaluation of one of the learning goals articulated in the participant's Statement of Intention and Awareness from Module 1.	Coursework will be returned to student for resubmission with evaluator instructions if it does not meet target performance.
Summary of Learning	Coursework includes three or more detailed connections to specific assignments completed or course content viewed (assigned readings or videos).	Coursework includes two general connections to course content.	
Description of Positive Influence or Transformation	Coursework includes two or more specific ideas for changes in one's professional practice with timelines. OR Coursework includes two or more detailed action steps with timelines for positively impacting other stakeholders.	Coursework includes one general idea for changes in one's professional practice. OR Coursework includes one action step for positively impacting other stakeholders.	

All coursework is to be completed in the Teaching Channel online environment.

Module 1

1. Tell us about yourself!
Before we begin with course content, write 1 sentence about yourself. You will be asked to include this background in each of the modules submitted for the course. This provides context for your responses and enables the course evaluator to respond with feedback tailored to your specific role in education. Here are three examples to guide you:

- I'm a 4th grade teacher and teach all subjects.
- I'm a middle school counselor.
- I'm out of the classroom on leave this year, but next year I'll be back teaching 9th grade science.

2. Statement of Intention and Awareness
At Teaching Channel, we want your learning to be purposeful and applicable to your professional practice. To do that, research says learners need to first identify their motivations and goals. Next, learners assess prior knowledge and previous experiences so they can create deeper connections to the course material.

Using the guidelines below, please address the following in your Statement of Intention and Awareness, in a total of two paragraphs, or more:

1. Share your motivation for learning about PBIS.
2. Summarize your previous knowledge or experience with PBIS.
3. List your own two learning goals for the course.

In Module 1, your evaluator will review your Statement of Intention and Awareness to ensure it is complete. It will be graded within your Reflection Requirement in Module 3, where you'll revisit your Statement of Intention and Awareness to identify your growth and learning from the beginning of the course to the end.

3. Investigation: Read and Respond
After reading the assigned resources, please respond in one paragraph or more for each prompt (unless otherwise noted). Please be sure that each paragraph meets our length requirement of 5 sentences, or more.

From Chapters 1-5 in the course text:

A. PBIS helps schools move from "reactive" to "proactive" interventions. Explain your perspective on this transition regarding behavior management.
B. Briefly summarize where your school or district lands right now, within the 10 step process for getting started as a PBIS leadership team.

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C. PBIS involves three elements, which work together to produce desired outcomes. Explain how these three elements will work together specifically in your school or district in a possible PBIS model.
D. Describe the three different types of data used in PBIS: Progress, Program Fidelity, and Student Outcome.
E. Determine ways in which the processes for problem-solving and decision making at your school either resembles or differs from the models described in Chapter 5.

From Chapters 6-10 in the course text:

F. Describe the benefits of implementing PBIS as a true school-wide effort.
G. Chapter 7 (along with Chapter 2) describes PBIS Leadership Team. Describe which specific staff roles would be good members of the team for your building.
H. Demonstrate your understanding of PBIS Stages 1-3 by summarizing each stage in 2-3 sentences.
I. Describe at least 2 of the benefits you look forward to in your school as you reach Stage 4 of implementation.
J. Explain how you understand the term, "fidelity," as it applies to PBIS.

Module 2

1. Tell us about yourself!
Provide a one sentence or longer explanation of your role in the field of education.

2. Application: Collaborate
A supportive principal is essential to a successful PBIS implementation and process. This principal, Keona Jones, talks about her role in her school's PBIS practices. Take a look, and then complete the assignment that follows.

For this application, schedule time with your building principal, an administrator with whom you work, or a colleague who is new to PBIS to discuss:

- why you believe PBIS would be a good fit for your school, and
- why you need their buy-in to make the program work as a school-wide commitment.

In one page or more (total), please respond to all of the following:

- Reflect on the results of the conversation,
- Share rationale you offered to highlight the effectiveness of PBIS,
- Describe any takeaways from either you or the colleague about implementing PBIS.

All coursework is to be completed in the Teaching Channel online environment.

3. Application: Innovate
Data analysis is key to improvement in PBIS.

Data is one of the three main elements upon which PBIS focuses to achieve outcomes. However, "dirty data" is an issue that all schools should address. View the video and complete the assignment below.

Consider your data collection process, and respond to all of the following in one page or more.

- Are there ways, as you collect data to begin planning your PBIS implementation, that you could reduce the pollution of data, or maintain true measurement (not just biased opinions of staff)?
- How can you be sure that all staff is following the same standards? Reflect on this challenge, and how you might address it as you move toward PBIS implementation. Your response should be at least 1 page in length.

4. Application: Challenging the Status Quo
There is so much to challenge about measuring, mitigating, and managing behavior.

*Pick *one* of the following 2 options to complete.

Option 1: Intrinsic Motivation
There are several assessments and data measurement tools highlighted in this section, many that require the attention of an established PBIS Leadership Team. Because this is a foundational course, we would like you to try your hand at one of the tools, by completing it from your perspective. Please respond to A or B, and summarize your findings in 1 or more pages.

A. As a staff member, complete the Self-Assessment Survey (SAS).

B. As a novice PBIS practitioner, what areas in your school do you hope to improve by implementing PBIS?

Option 2: Extrinsic Influence
Stage 1 focuses heavily on buy-in and commitment from the entire school in order to begin the process of implementation. In this video, PB(I)S coach Trish Elkharchafi describes some introductory activities that broke the ice around PB(I)S at her school.

You know your school staff well. Consider, and then describe, at least 3 activities which you could introduce the concept of PBIS to your colleagues (whether you are a coach, on the leadership team, or just someone who wants to establish PBIS in your school).

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Each of the three possible activities should be detailed enough that they can be presented by someone else.

Be sure you include all of the following:

- At least 1 interactive activity (nothing worse than lecture-based professional development!)
- Your specific rationale for why your school is a good candidate for PBIS
- A "hook" for each activity - something lively that will engage your colleagues

Although much of this will be data-driven when your school actually implements PBIS, we'd like you to use your current perspective to create these for possible future adaptation and use.

5. Investigation: Resource Review
To complete the Resource Review, identify two resources related to (but not directly from) the course content to enhance your professional practice, and deepen your understanding of the course content.

Resources may include blog posts, podcasts, websites, videos, documentaries, films, articles, books, or journals, published within the last five years. To find a resource, we suggest a web search (Google) using terms or ideas from the course you'd like to learn more about, or that relate to your specific professional learning needs.

Please provide the resource title, author, copyright or publishing date, and URL (if applicable). Then, in two paragraphs or more per resource, respond to one or more of the following:

- Share information about how the resource information could impact your professional practice
- Explain how each resource supports or challenges your professional assumptions
- Summarize any questions that remain, i.e.: gaps in information or contradictions

To meet "A" criteria as outlined in the course rubric, for each resource, include two or more different examples of how the resource supports or challenges assumptions, *and* explain two ways this resource will impact your professional practice.

Module 3

1. Tell us about yourself!
Provide a one sentence or longer explanation of your role in the field of education.

2. Application: Coaching
Becoming a PBIS leader in your school is a great way to impact your school community. Please complete one of the following options to learn more about coaching in PBIS!

All coursework is to be completed in the Teaching Channel online environment.

Option 1: So You Want to be a Coach
Use the first two of the "Self Direction" tips listed in Chapter 3 to discern your readiness as a PBIS coach.

- Develop a personal mission with respect to PBIS coaching. This should be a statement or two that will embody all that you wish to be as a PBIS coach.
- Complete the self-assessment tool in the Appendix on page 169, or find one to complete on PBIS.org or PBISworld.com. Write at least a 2 paragraph reflection on what you learned about your readiness as a PBIS coach, in the self-assessment.

Option 2: Create a Job Description
In order to ensure that a well-qualified person is in the role of PBIS coach, please create a job description for a PBIS coach in your school or district. Include all of the aspects that you gleaned from Chapter 3, although with specifics that you know would be essential for working in your school or district. Be sure to indicate lists of "required" and "preferred" qualifications.

3. Application: Implement
To ensure fidelity to the PBIS framework, it's important to move through each phase with intention. Please complete one of the following options around Phase 2 or Phase 3.

Option 1: Stage 2
Getting ready for PBIS involves many moving pieces. To create a foundation, use the guidelines in Chapter 7 to assist you in writing a Statement of Purpose and Schoolwide Expectations for your school, and explain your rationale.

If your school already has a Statement of Purpose and/or Schoolwide Expectations, explain why or why not you would like to use them (or revise them) for PBIS implementation.

Keep in mind: these would normally be team decisions based on data; we'd like to have you address these from your current perspective so you are well-versed in the process. Your statement and explanation should be 1 page or more in length.

Option 2: Stage 3
Implementation of PBIS relies heavily on:

- development of teaching procedures
- lesson plans
- acknowledgment of positive behavior
- discouragement of rule violations
- monitoring of implementation.

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After reading through the processes for the above items in Chapter 8, explain your hypothetical ideas for dividing these duties so that the workload is divided as equally as possible. Be sure to include any existent resources and frameworks that can be repurposed into these processes, and include any outside new resources that need investigation. Your response for this should be 1 page or more in length.

4. Application: Sustainability
Sometimes, anticipating problems can be beneficial. As the course text states, "proactive planning for expected events can help prevent loss of progress, time, and efficacy." Being proactive has its benefits! Flex your problem-solving skills in the following assignment:

- Review the sections, "Barriers to Sustainability" and the "Theoretical Model of Sustainability in PBIS" in Chapter 10.
- Anticipate and describe at least 2 elements (either explained in the text or your own idea) that you believe may be obstacles to your school's true implementation of PBIS.
- Include some possible solutions to these obstacles.

Your explanation of each element should be at least 2 paragraphs in length.

5. Reflection
In 2 or more double-spaced pages (12pt font), synthesize your learning by summarizing how your learning in this course has evolved your professional practice. To meet "A" criteria as outlined in the course rubric, your reflection should include:

- A comparison of your learning goals from your Statement of Intention and Awareness in Module 1 with your new learning, to assess how you've grown.
- One key takeaway from your learning.
- One future learning goal related to course content.
- Three or more detailed connections to specific course applications, information from readings, and other completed course activities.

And your choice of *one* of the following:

- Two or more specific ideas for changes to your professional practice with timelines for implementing changes.
- Two or more detailed action steps you'll take to positively influence others (students, parents, colleagues, administrators, community members, etc.), including implementation timelines.

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